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AUTHOR Miller, Beverly; Pollard, Frances M.
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ABSTRACT

For this study of specific values that adult readers derive from their reading, 100 people from eastern central Illinois were interviewed about their reading experiences. All persons selected for interview were identified as having a continuing interest in reading, reflected in regular voluntary reading. The interviews were analyzed for information about initial reading experiences, dominant themes pursued by respondents in their reading, specific subject interests, recall of authors and titles that had made significant impressions, the specific qualities that appealed in the reading materials of respondents' choice, changes in reading interests, bases for reading choices, values derived from reading, attitudes toward libraries and library services, importance of reading in respondents' lives, expressions of dislike, and general quotations from the interviews. Data-collection instruments and coding forms are included as appendixes. (AA)

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**ILLINOIS LITERARY REFLECTIONS
OF THE BICENTENNIAL YEAR:**

WHAT READING DOES FOR PEOPLE

An LSCA Title I Project,
Sponsored by the Illinois State Library
&
Eastern Illinois University

Report of a Field Study Conducted

by

Beverly Miller and Frances M. Pollard

**Department of Library Science
Eastern Illinois University
Charleston, Illinois**

1977

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PROLOGUE

Individual reading is a private activity. One looks at a page of symbols, decodes the symbols and extracts meaning. To an extent the meaning may be the same as that received by other readers, but on a deeper level, the reader has a unique experience, one that is his alone. It is the result of the blending of his private thoughts and elements from his own reservoir of experience with those of the author. A word, a sentence, or a paragraph causes the reader to pause. He calls up from memory an association; he reflects momentarily, and then he returns to the page before him. This private moment has passed; others lie ahead. Moving along at one's own pace, understanding at one's own level, this intimate process of reading is a manifestation of freedom.

ACKNOWLEDGMENTS

During our field study we have journeyed from the Eastern Illinois University campus environment to talk with citizens of East Central Illinois in libraries and in homes. We have had conversations with interesting people who shared a characteristic that was important to us. They were readers.

Our mission was a simple one. We wanted these persons to talk with us about their reading experiences and to identify some of the values that they had derived from reading. We found the respondents eager to share their reading experiences with us. Their conversations were inspiring. We returned from each trip with a good feeling of stimulation, the kind of stimulation that we could carry back to the classroom and communicate to students.

To all of the people who cooperated with this project by giving information about their individual reading experiences, we are very grateful. Their enthusiasm for and confidence in the project provided encouragement and support.

There were those in each community who helped us by establishing the initial contacts, organizing schedules for the interviews, providing facilities, and even providing refreshments. We cite here those cooperating individuals who made such a strong and generous contribution to the organization and success of the field visits:

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Beverly Miller
Frances M. Pollard
May 19, 1977

CHAPTER I

HOW THIS STUDY BEGAN

Does voluntary reading continue to have an influence on the lives of individuals? If so, is this a unique occurrence that can be observed only in the lives of persons who have achieved greatness, the world leaders in various fields, outstanding authors, statesmen, the founders of the Republic? Or, does reading also influence the lives of persons who are not so very great, the ordinary people like ourselves, our neighbors, friends, and acquaintances, persons who are not the founders of the Republic, but who are an important part of its supporting base? How can one find out about this influence? Will these people be willing to talk about the effects of their individual experiences with reading? Will they be willing to share their experiences with others who may or may not be readers? These questions and several related ones led the authors of this report to want to go out and talk to people about their reading.

Within various classrooms we had talked through the years about the values to be derived from lifetime reading. We had encouraged many students to develop the habit of reading. We had studied with them the principles for the selection of materials, techniques of reading guidance, and other topics, with certain assumptions based on our own experiences with reading and the records of studies conducted by others. We were lifetime readers ourselves, and we recognized a built-in bias toward reading. We thought that it would be useful to collect additional documentation to use as illustrative material from persons who were closer in the sense of geography and backgrounds to the students with whom we worked. Such illustrative material would have relevance. It would forestall a frequent question that some of our students asked: "Yes ... but isn't that a little way out for us? I come from a small town, and our town does not have a large library. And everyone works hard, so how do they find the time for reading, etc. etc.?" What the students implied was that the examples of great personages

and historical figures who had provided testimony about the value of reading were all right, but that they did not necessarily apply to *them*.¹ Even the subjects of research studies were far removed from their own experience. The suggestion was that they could not hope to have similar experiences or to inspire others with whom they would come in contact to desire them. Our students had heard what was said, but among them there were those who were still unconvinced.

The recurrence of this kind of conversation with students was the first motivation for this study. The idea was to collect a few examples that could be used and that would enable us to say: "Listen to what some real, live models, living nearby and in this generation, have also said about their reading. They are so-called ordinary people. Their communities are just as small, and their libraries are no larger. Listen to what they have said about the value of reading to them as individuals." Perhaps this would bring to the classroom discussion a desirable degree of reality. Perhaps it would be more convincing. Perhaps.

Although this was a propelling motive for doing the study, there was no rush out into the field with a single source of motivation. There were other proddings from unexpected sources. A rather dramatic example came in 1974, just at the end of a series of three lectures at Eastern Illinois University, by Dr. Jesse H. Shera, Dean Emeritus of the School of Library Science, Case Western Reserve University. For three consecutive nights primarily the same audience had listened to Dean Shera. Now they were participating in the question-and-answer period following the last lecture. A question had just led to thoughts about the real effects of reading. Questions such as: "How much do we know about what reading does to people?" "What proof do we have for all of the good that we say comes as a result of reading?"

¹ Sources of information about great personages will be well known to our readers. One example cited here is the pamphlet: *Libraries and Reading: Their Importance in the Lives of Famous Americans*. Edited by Donald H. Hunt, Executive Director, National Library Week in Pennsylvania, 1964. (Drexel Library School Series No. Eight, Drexel Institute of Technology, Philadelphia, Pennsylvania.)

The speaker discussed the work of Waples, Berelson, and Bradshaw,¹ and their report on the social effects of reading. Then, in a sort of devil's advocate role, Dean Shera goaded the audience with an unexpected slide that appeared on the screen when the question on the floor was: "What does reading really do to people?" The slide was unmistakably clear. Did it suggest an answer to the question? It was a slide that showed our lecturer, Dean Jesse H. Shera, ASLEEP!

This might have been the end of the discussion period. At least the end would have come at a time of heightened interest in an important topic. The audience might have gone away with many good questions, and this alone would have been worthwhile. But the discussion period did not end at this point. There was a librarian in the audience who had traveled at least one hundred miles on each of the three nights to attend the lectures. Very soon he was addressing the audience. In a few sentences he told of a point in his life when he was giving serious consideration to the question of his own career choice. It seems that one of his considerations was librarianship, but he was still undecided. And then he read a book. That book was responsible for his decision to become a librarian. Moreover, the book was entitled *Libraries and the Organization of Knowledge*. The author of that book was Jesse H. Shera.

The comments of Ralph Nader, when he addressed a session of the 1973 American Library Association Midwinter Conference, were provocative also. His message seemed to carry a challenge:

...The significance of libraries in terms of human development, particularly to children, has never been told. I grew up in a small town in Connecticut which did not have a public library. It was fortunate in having a private memorial library. I remember at ages 4, 5, 6, 7, 8 and 9 going to that library as if I were Alice in Wonderland. Discovering a book on Brazil or the Amazon; or discovering a fairy tale that I hadn't read; or discovering, as I grew older, books that never were brought to my attention, and the very process of self-discovery was part of the excitement.

¹ Douglas Waples, Bernard Berelson, and Franklyn R. Bradshaw. *What Reading Does to People*. (Chicago: University of Chicago Press, 1940.)

One day I stumbled across a drawer that apparently hadn't been opened for a few weeks and in it there were old back issues of *The Congressional Record*. I didn't even know what *The Congressional Record* was. But I started reading it, and have never stopped. I read *The Congressional Record* with the interest that a farmer reads a seed catalog. It is a fascinating document and it increased my awareness of Congress at a very early age. And the librarian was exceptionally helpful as I pestered her to help me find this and that. It was really quite a process of self-discovery and stimulation.

I don't think mine was a unique experience. I think a lot of children found themselves in libraries....¹

Then there were other thoughts that came to us from an assortment of readings and conversations that questioned the ability of books and reading to survive in the future. These sources suggested the ultimate disappearance of books in their present form. People would receive information from large data bases that would be accessed electronically. Perhaps in another one hundred years, reading as we know it now, would be replaced entirely. What would this mean to the development of the individual? What would be lost? Would it make any difference?

There were many such questions that made us wonder whether by the time of a Tricentennial observance of the birth of this country, historians might record: "At a period of time before the Twenty-First Century, Americans bought and borrowed books. They used them as sources of information, to get inspiration of a sort, and to communicate. These devices can now be seen in some museums and a few surviving libraries." If we were to go out in the field in this Bicentennial Year, would we find foreshadowings of this?

From the circumstances described above came the interest in this project and the desire to conduct it. We went into the field to collect testimony about the values derived from reading, with the hope that the new data would serve as useful information for our instructional program and for others who shared our concerns.

¹ Ralph Nader, "A Strategy for Librarians," *American Libraries* 4 (May 1973): 277.

CHAPTER II

METHODOLOGY

The motivation for this field study has been described. This chapter is concerned with the design of the study and the method by which it was conducted. The reader may find it useful at the outset to refer to the following time schedule as an aid in understanding the overall structure of the work.

Time Schedule for the Field Study

Phase I

- | | |
|---------------------|--|
| January - May, 1975 | — Planning of the Study Design and Preparation and Submission of Funding Applications. |
| June, 1975 | — Approval of LSCA Title I Funds by the Illinois State Library. |

Phase II

- | | |
|---------------------|--|
| July - August, 1975 | — Pretesting and Further Refinement of Procedures. |
|---------------------|--|

Phase III

September, 1975 - June, 1976 — Collection of Data.

Phase IV

- | | |
|------------------------|---|
| July, 1976 - May, 1977 | — Analysis of Data and Preparation of the Final Report. |
|------------------------|---|

Objectives of the Field Study

The objectives of the study were: (1) To gather data that would reveal: (a) Titles of books that were recalled by the respondents and identified by them as having had a positive effect on their lives; and (b) The nature of the effect that resulted from the reading; i.e., the specific values that the respondents identified. (2) To analyze, interpret, and report the findings in a readable publication, and (3) To disseminate the findings, so that they might serve as an inspiration to others.

Definition of Terms

Reader - A person with a continuing interest in reading manifested by the act of regular, voluntary reading.

Recall of initial reading experiences - Earliest memories of content and reaction to content of reading materials. This use is distinguished from learning to read and the mechanics of reading; thus, it includes listening to content that may have been read by others.

Values - The positive effects of the reading content on the reader.

Identifying the Population and Invited Sample

One hundred persons, identified as readers, were selected from the following ten communities in East Central Illinois:

Mount Carmel
Saint Elmo
Casey
Effingham
Decatur
Olney
Springfield
Robinson
Sullivan
Charleston-Mattoon

The following criteria were used in selecting the participants:

In general, participants were to be of diverse ages and educational and occupational background. Only two other criteria were applied:

- (1) All participants were identified as readers.
- (2) All participants were willing to discuss their reading experiences.

Through communications with cooperating contact persons in the ten communities, participants meeting these requirements were selected and the interview schedules were arranged.

Pilot Testing of the Interview Process

Twelve interviews were conducted to determine: (1) The kinds of responses to expect from persons interviewed; and (2) The conditions necessary for securing useful information for the project. As a result of these preliminary interviews, it was possible to make judgments about the amount of time required and the physical arrangements that would be most productive. We found that interviews for one community could be completed within a period of two to two and one-half hours, using separate rooms and conducting two interviews simultaneously.

Procedures for Collecting Data

- (1) Each respondent filled out a questionnaire in order to provide the required personal information. A sample of this questionnaire is shown in Appendix A.

- (2) The decision was made to develop through initial statements a conversation that would allow participants to feel at ease immediately and to elicit from them free and candid responses.

A general statement of the objectives of the project was given, followed by a request to the participant to begin to talk about his or her reading experiences, with the option of

beginning with current reading and working backwards, or, reversing the process and beginning to talk about earliest memories of reading experiences. Following the initial response, questions were asked to guide the interviews and to relate the information received to the objectives of the project.

(3) The conversation with each respondent was recorded on a cassette tape.¹

Analysis of Data

Two types of data were available for analysis:

(1) The first was personal data on the respondents, gathered by means of a questionnaire, shown in Appendix A. In order to analyze and tabulate these data, codes were developed for:

- Identification numbers of respondents,
- Names of the communities,
- Occupational titles,
- Age, ranges, and
- Highest levels of formal education.

¹ Studs Terkel, who used a tape recorder to gather information for his book, *Working: People Talk about What They Do All Day and How They Feel about What They Do* (New York: Pantheon Books, c1972, 1974), has written well in the Introduction to that volume about the portable tape recorder, (p. xix). We appreciate especially his comments, noted below, about conventionally conducted interviews. Like Mr. Terkel, we chose free conversation instead of the question and answer technique:

I realized quite early in this adventure that interviews, conventionally conducted, were meaningless. Conditioned clichés were certain to come. The question-and-answer technique may be of some value in determining favored detergents, toothpaste and deodorants, but not in the discovery of men and women.* There were questions, of course. But they were casual in nature—at the beginning: the kind you would ask while having a drink with someone; the kind he would ask you. The talk was idiomatic rather than academic. In short, it was conversation....**

* (Quoted in *Working* ..., p. xx, from *Division Street: America.*)

** *Working*..., p. xx-xxi.

These coding charts are shown in Appendix B. An IBM punched card including all personal information was prepared for each of the respondents. Tabulations of this information were made by inspection of the computer printout generated from the IBM cards.

(2) Recorded interviews on cassette tapes were the second type of information available for analysis. A Content Analysis Form, shown in Appendix C, was prepared in order to record the information collected through the taped interviews. This work included listening to the tapes a sufficient number of times to extract all useful information and placing it on the Content Analysis Form. After this procedure was accomplished, the Content Analysis Forms were reviewed and analyzed. Hand tabulations were made of the information on these forms.

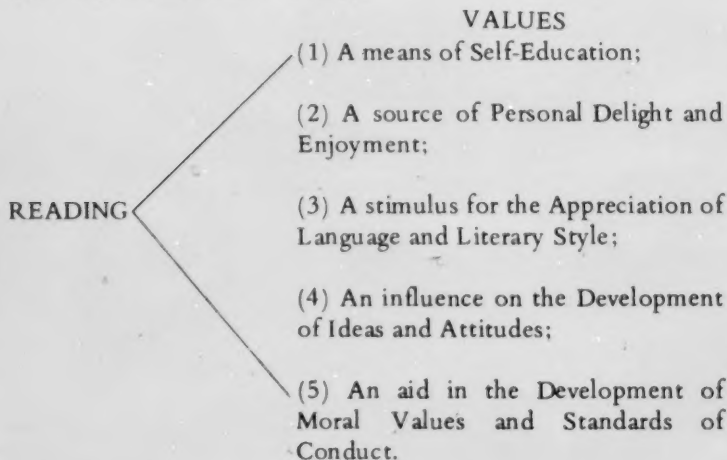
The final step was the interpretation and reporting of the field study data in order to publish the findings.

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CHAPTER III
ILLINOIS LITERARY REFLECTIONS
AND
THE BICENTENNIAL

This year of the Bicentennial has been one of reflection on many of the qualities that have made this country great. The persons interviewed for this project mentioned frequently their reading during the current year about the Revolutionary Period in American history, and about the lives of the founders and builders of our nation. Some of the respondents had concentrated on reading the lives of former presidents or books about their administrations. Our own research led us to review the existing documentation that reminds us that the freedom to read individually is a vital part of the American heritage, and that the founding fathers valued reading.

We have selected as illustrations some of the references to the values derived from reading found in biographical sources relating to John Adams, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Abraham Lincoln, Theodore Roosevelt, and Harry S. Truman. Our interpretation of the quotations from these historical figures led to the following delineation of values that they derived from reading:



Certain common elements found in the quotations are pointed out below:

Common Elements Relating to Self-Education

(1) The recognition of their "ignorance" and the consequent thirst for knowledge.

Thomas
Paine Paine, Thomas. *Rights of Man*. New York: Heritage Press, c1961.

p.vi:

"His hunger for knowledge was never satisfied, and he wore his own lack of education like a cross and burden. During his years in England he read constantly, borrowing every book he could find, spending his own poor pittance on books and scientific instruments.... Taunted and mocked through all the years of his life for his ignorance, he drove himself to become one of the most learned and erudite figures in a time that sparkled with men of learning, erudition, and wisdom."

Abraham
Lincoln Harnsberger, Caroline, comp. *The Lincoln Treasury*. Chicago: Wilcox and Follett Co., c1950.

p. 81:

"That every man may receive at least, a moderate education, and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions, appears to be an object of vital importance, even on this account

alone, to say nothing of the advantages and satisfaction to be derived from all being able to read the Scriptures and other works, both of a religious and moral nature, for themselves."

(From a political announcement to the people of Sangamon County, Ill., March 9, 1832.)

Benjamin
Franklin

Franklin, Benjamin. *Benjamin Franklin's Autobiographical Writings*, edited by Carl Van Doren. New York: Viking Press, c1945.

p. 623:

"This library afforded me the means of improvement by constant study, for which I set apart an hour or two each day, and thus repair'd in some degree the loss of the learned education my father once intended for me."

Thomas
Jefferson

Jefferson, Thomas. *Jefferson Himself: The Personal Narrative of a Many-Sided American*, edited by Bernard Mayo. Boston: Houghton Mifflin, c1942.

p. 16:

". . . They were written at a time of life when I was bold in the pursuit of knowledge, never fearing to follow truth and reason to whatever results they led, and bearding every authority which stood in their way."

Harry S.
Truman

Steinberg, Alfred. *The Man from Missouri, The Life and Times of Harry S. Truman*. New York: G. P. Putnam's Sons, c1962.

Harry S.
Truman

p. 55:

"One time he handed Ridge a list of 10 books which, he said, 'any person wanting to get ahead should read.' Among the books that Truman considered so essential, Ridge later remembered, 'were the *Bible*, Shakespeare, Plutarch's *Lives*, *Bunker Bean*, *Missouri's Struggle for Statehood*, Benjamin Franklin's *Autobiography* and Creasy's *Fifteen Decisive Battles of the World*.' Truman also recommended Plato - 'especially the parts about the old fellow who took hemlock.'"

(2) Secondly, we can see that reading was used by these men to develop specific practical skills.

Harnsberger, Caroline. *The Lincoln Treasury*.
Chicago: Wilcox and Follett, c1950.

Abraham
Lincoln

p. 263:

"At the age of nineteen, Lincoln recorded that he had read every book he could find, and could spell down the whole country. He read early the *Bible*, Aesop's *Fables*, *Robinson Crusoe*, *Pilgrim's Progress*, *A history of the United States*, Weems' *Life of Washington*, Franklin's *Autobiography*; later the *Life of Clay* and the works of Burns and Shakespeare."

p. 82:

"After he was 23 and had separated from his father, he studied English grammar-imperfectly, of course, but so as to speak and write as well as he now does. He studied and nearly mastered

the six books of Euclid since he was a member of Congress. He regrets his want of education and does what he can to supply the want."

Franklin, Benjamin. *Benjamin Franklin's Autobiographical Writings*, edited by Carl Van Doren. New York: Viking, c1945.

Benjamin
Franklin

p. 226:

"While I was intent on improving my language, I met with an English grammar (I think it was Greenwood's), at the end of which there were two little sketches of the arts of rhetoric and logic, the latter finishing with a specimen of a dispute in the Socratic method....

p. 226:

"...And now it was that, being on some occasion made ashamed of my ignorance in figures, which I had twice failed in learning when at school, I took Cocker's *Book of Arithmetick*, and went through the whole by myself with great ease. I also read Seller's and Shermy's books of Navigation, and became acquainted with the little geometry they contain but never proceeded far in that science."

(3) Finally, we can point out that knowledge and appreciation of history was a common factor gained from the reading of these leaders.

John
Adams

Chinard, Gilbert. *Honest John Adams*. Boston: Little, Brown & Co., 1933.

John
Adams

p. 37:

"He used the occasion to draw up another impressive plan of work and discarded the law books, sat by his fire, read Bolingbroke, and once more felt discouraged, dissatisfied with himself."

Adams, John. *The Spur of Fame; Dialogues of John Adams and Benjamin Rush, 1808-1813*, edited by John A. Schutz and Douglas Adair. San Marino, California: The Huntington Library, 1966.

p. 44: (To Benjamin Rush, Dec. 4, 1805)

"From the memoirs of individuals the true springs of events and the real motives of actions are to be made known to posterity...There we see the true character of the times and the passions of all the actors on the stage....Almost fifty years ago I read Middleton's *Life* (Of Cicero) with great pleasure and some advantage....I seem to read the history of all ages and nations in every page, and especially the history of our own country for forty years past....I said I read with pleasure; but it was a melancholy pleasure. I know of no more melancholy books than Sully's *Memoirs* and Cicero's *Life*.

p. 125: (To Rush, December 22, 1808)

"In that period I have read four volumes of Voltaire's *Essai sur les Moeurs et l'esprit des Nations* and three of his *Louis 14* and *Fifteen*, and these led me to read his *Bible expliquée*, his philosophy of history, his sermons, homilies,

dialogues, and a multitude of other pieces in which his whole stock of learning, wit, humor, satire, scurrility, and buffoonery were exhausted...."

Truman, Margaret. *Harry S. Truman*. New York: Morrow, 1973.

Harry S.
Truman

p. 52:

"But my father spent most of his time reading books that Mamma Truman carefully selected for him. His favorite was a red backed four-volume set of biographies by Charles Francis Horne, *Great Men and Famous Women*. These were the books that made him fall in love with history. To this day he still insists that reading biographies is the best way to learn history.

My father's second preference, after Mr. Horne's biographies, was the *Bible* He also discovered the Independence Public Library, and by the time he had graduated from high school, Dad had devoured all of the books on its shelves that might interest a boy. Included in his diet, of course, were great gobs of history."

Truman, Harry. *Mr. Citizen*. New York: Bernard Geis, c1960. (Question & Answer Session with Author)

p. 163:

"Q. What type of book do you prefer?

A. History & biography. I read all that I can get

Harry S.
Truman

my hands on. I sometimes read as many as six books at one time. Alternating from one to the other. For example, I received a book about Alexander Hamilton the other day and it was a good one, and I've also been reading one of the best books I have seen on the Civil War, *The Blockade Runners*. I try to keep up with all the new books in history and biography, but there are so many of them it's hard to keep up with them."

Theodore
Roosevelt

Roosevelt, Theodore. *The Autobiography of Theodore Roosevelt*, edited by Wayne Andrews. New York: Scribners, c1958.

p. 175:

"He ought to read interesting books on history and government, and books of science and philosophy; and really good books on these subjects are as enthralling as any fiction ever written in prose or verse there are scores and scores of solid histories, the best in the world, which are as absorbing as the best of all the novels, and of as permanent value."

Thomas
Paine

Woodward, W. E. *Tom Paine: America's Godfather, 1737-1809*. New York, Dutton, 1945.

p. 38:

"In science, history, philosophy and economics he was well informed. Apparently he did not read books for pleasure or amusement, but to get something substantial out of them."

Motivated by a desire for: (1) general knowledge; (2) improvement of practical skills such as spelling, grammar, and simple arithmetic; and (3) more information on history, these makers of America used reading as a means of self-education.

Common Elements Relating to Personal Delight and Enjoyment

(1) Examples are pointed out below of the sheer *delight* that comes from the full expression of freedom of choice that is available to the reader. He is not channeled in any way. He is free to select the material that matches his interest and his mood.

Jefferson, Thomas. *Jefferson Himself: The Personal Narrative of a Many-Sided American*, edited by Bernard Mayo. Boston: Houghton Mifflin, c1942.

Thomas
Jefferson

p. 30:

"Ossian's poems...have been and will, I think, during my life, continue to be the sources of daily and exalted pleasures. The tender and sublime emotions of the mind were never before so wrought up by the human hand. The glow of one warm thought is to me worth more than money."

Adams, John. *The Spur of Fame, Dialogues of John Adams and Benjamin Rush, 1808-1813*, edited by John A. Schutz. San Marino, California: The Huntington Library, 1966.

John
Adams

p. 172: (To Benjamin Rush, December 27, 1810)

"You are employed in healing the sick and extending the empire of science and humanity;

I, in reading romances in which I take incredible delight. I have read within a few weeks Oberon....This romantic, heroic poem of Wieland is all enchantment in every sense of the word."

Roosevelt, Theodore. *An Autobiography*. New York: Scribner's, 1929.

Theodore
Roosevelt

p. 15:

"There was very little effort made to compel me to read books. My father and mother having the good sense not to try to get me to read anything I did not like, unless it was in the way of study. I was given the chance to read books that they thought I ought to read, but if I did not like them I was then given some other book that I did like. There were certain books that were taboo. For instance, I was not allowed to read dime novels. I was also forbidden to read the only one of Ouida's books which I wished to read - *Under Two Flags*. I did read it, nevertheless, with greedy and fierce hope of coming on something unhealthy, but as a matter of fact all the parts that might have seemed unhealthy to an older person made no impression on me whatever. I simply enjoyed in a rather confused way the general adventures."

p. 16:

"This enjoyment of the gentler side of life did not prevent my reveling in such tales of adventure as Ballantyne's *Stories*, or Marryat's *Midshipman Easy*. I suppose everybody has kinks in him, and even as a child there were books which I ought to have liked and did not.

For instance, I never cared at all for the first part of *Robinson Crusoe* (and although it is unquestionable the best part, I do not care for it now) whereas the second part, containing the adventures of Robinson Crusoe, with the wolves in the Pyrenees, and out in the Far East, simply fascinated me."

Along with the freedom to choose individual selections according to one's personal tastes comes the willingness to grant this same freedom to others. There is the idea that one's choices do not have to be governed by what someone else thinks:

Roosevelt, Theodore. *The Autobiography of Theodore Roosevelt*, edited by Wayne Andrews. New York: Scribners, c1958.

Theodore
Roosevelt

p. 176:

"A book must be interesting to the particular reader at that particular time. The reader, the book lover, must meet his own needs without paying too much attention to what his neighbors say those needs should be. I happen to be devoted to *Macbeth*, whereas I very seldom read *Hamlet* (though I like parts of it). Now I am humbly and sincerely conscious that this is a demerit in me and not in *Hamlet*; and yet it would not do me any good to pretend that I like *Hamlet* as much as *Macbeth* when, as a matter of fact, I don't."

Daniels, Jonathan. *The Man of Independence*. Philadelphia: Lippincott, c1950.

Harry S.
Truman

p. 51:

"One special set of books of which he was fond

was *Abbott's Lives*. Some millions of other boys like them too; and also the *Little Rollo Stories* by the same author. They did not seem pompously pious to the children for whom they were written. Such didactic elevation was expected on the printed page."

(2) The cultivation of individual reading tastes as a logical result from the experience of selecting reading for enjoyment was another element related to Personal Delight and Enjoyment.

Roosevelt, Theodore. *The Autobiography of Theodore Roosevelt*, edited by Wayne Andrews. New York: Scribners, c1958.

Theodore
Roosevelt

p. 174:

"If the book is not interesting to the reader, then in all but an infinitesimal number of cases it gives scant benefit to the reader. Of course any reader ought to cultivate his or her taste so that good books will appeal to it, and that trash won't. Personally, the books by which I have profited infinitely more than by others have been those in which profit was a by-product of the pleasure; that is, I read them because I enjoyed them, because I liked reading them, and the profit came in as part of the enjoyment."

p. 170:

"There are men who love out-of-doors who yet never open a book; and other men who love books but to whom the great book of nature is a sealed volume, and the lines written therein blurred and illegible. Nevertheless among those men whom I have known the love of books and

Theodore
Roosevelt

the love of outdoors, in their highest expressions, have usually gone hand in hand. Usually the keenest appreciation of what is seen in nature is to be found in those who have also profited by the hoarded and recorded wisdom of their fellow men. Love of outdoor life, love of simple and hardy pastimes can be gratified by men and women who do not possess large means, and who work hard; and so can love of good books - not of good bindings and of first editions, excellent enough in their way but sheer luxuries - I mean love of reading books, owning them if possible of course, but if that is not possible, getting them from a circulating library."

p. 173:

"Now, I am very proud of my big-game library. I suppose there must be many big-game libraries in Continental Europe, and possibly in England, more extensive than mine, but I have not happened to come across any such library in this country. Some of the originals go back to the 16th Century. It is only very occasionally that I meet anyone who cares for any of these books. On the other hand, I expect to find many friends who will turn naturally to some of the old or the new books of poetry or romance or history to which we of the household habitually turn."

p. 176:

"I am very fond of simple epics and of ballad poetry, from the *Nibelungenlied* and the *Roland Song* through *Chevy Chase* and *Patrick Spens* and *Twa Corbies* to Scott's poems and

Theodore
Roosevelt

Longfellow's *Saga of King Olaf* and *Othere*. On the other hand, I don't care to read dramas as a rule; I cannot read them with enjoyment unless they appeal to me very strongly. They must also be Aeschylus or Euripides, Goethe or Molière, in order that I may not feel after finishing them a sense of virtuous pride in having achieved a task. Now I would be the first to deny that even the most delightful old English ballad should be put on a par with any one of scores of dramatic works by authors whom I have not mentioned, I know that each of these dramatists has written what is of more worth than the ballad; only I enjoy the ballad, and I don't enjoy the drama; and therefore the ballad is better for me, and this fact is not altered by other fact that my own shortcomings are to blame in the matter. I still read a number of Scott's novels over and over again, whereas if I finish anything by Miss Austen I have a feeling that duty performed is a rainbow to the soul. But other booklovers who are very close kin to me, and whose taste I know to be better than mine, read Miss Austen all the time and, moreover, they are very kind, and never pity me in too offensive a manner for not reading her myself."

p. 177:

"Aside from the masters of literature, there are all kinds of books which one person will find delightful, and which he certainly ought not to surrender just because nobody else is able to find as much in the beloved volume. There is on our book-shelves a little pre-Victorian novel or tale called *The Semi-Attached Couples* (Emily Eden's novel). It is told with much humor; it is a story of gentlefolk who are really gentle folk;

and to me it is altogether delightful. But outside the members of my own family I have never met a human being who had ever heard of it, and I don't suppose I ever shall meet one. I often enjoy a story by some living author so much that I write to tell him so-or to tell her so; and at least half the time I regret my action, because it encourages the writer to believe that the public shares my views, and he then finds that the public doesn't."

Common Elements Relating to
Appreciation of Language and Literary Style

(1) One dominant element appeared in the statements concerning appreciation of language and literary style: the use of reading of quality language as a model to increase one's own skill in communication. We can point out the following examples:

Jefferson, Thomas. *The Literary Bible of Thomas Jefferson; His Commonplace Book of Philosophers and Poets*. The Johns Hopkins Press, 1928; reprint ed. New York: Greenwood Press, 1969.

Thomas
Jefferson

p. 28: (To Peter Carr, August 19, 1785, M.E.V. 85)

'Read also Milton's *Paradise Lost*, Shakespeare, Ossian, Pope's and Swift's works in order to form your style in your own language.'

p. 14: (To John Wayles Eppes. Jan. 17, 1810. ME. XII, 343)

'The models for that oratory which is to produce the greatest effect by securing the attention of hearers and readers, are to be found

in Livy, Tacitus, and Sallust, and most assuredly not in Cicero.'

p. 21: (To Francis Eppes. January 19, 1821, M.E. xv, 305)

'His writings are certainly the finest samples in the English language of the eloquence proper for the Senate.'

Jefferson, Thomas. *Jefferson Himself: The Personal Narrative of a Many-Sided American*, edited by Bernard Mayo. Boston: Houghton Mifflin, c1942.

p. 18: "A stiff Program of Studies"

"...but among these Shakespeare must be singled out by one who wishes to learn the full powers of the English language..."

Hillman, William. *Mr. President*, by William Hillman. New York: Farrar, Straus, and Young, c1952.

Harry S.
Truman

p. 75:

"He said: 'We have had some excellent writers of simple English in his country. Mark Twain's *Tom Sawyer* is an outstanding example of the simplest way to say things so that people can understand them.'"

p. 75:

"I love the style of the *Bible*, the King James' version of the *Bible*. It is the finest and most stately brand of English there is."

(2) In addition to using reading as a model for language, there is the expression of delight and pleasure in the beauty of language:

Jefferson, Thomas. *The Literary Bible of Thomas Jefferson; His Commonplace Book of Philosophers and Poets*. The Johns Hopkins Press, 1928, reprint ed. New York: Greenwood Press, 1969.

Thomas
Jefferson

p. 18: (To John Brazier, Aug. 24, 1819. M.E. xv, 209)

'Among the values of classical learning, I estimate the luxury of reading the Greek and Roman authors in all the beauties of their original....I think myself more indebted to my father for this than for all the other luxuries his cares and affections have placed within my reach...'

p. 8: (To Dr. Joseph Priestly, Jan. 27, 1800. M.E.X., 146)

'I enjoy Homer in his own language infinitely beyond Pope's translation of him....I thank on my knees Him who directed my early education, for having put into my possession this rich source of delight....'

Adams, John. *Diary and Autobiography of John Adams*, edited by L. H. Butterfield, 3 vols. Cambridge: Harvard University Press, Belknap, 1961. Vol. 1: *Diary; 1755-1770*.

John
Adams

p. 63: (Thursday, 21 December)

'Yesterday and to day I have read loud, Tullins'

4 *Orations against Cataline*. The Sweetness and Grandeur of his sounds, and the Harmony of his Numbers give Pleasure enough to reward the Reading if one understood none of his meaning....It exercises my Lungs, raises my Spirits, opens my Pores, quickens the Circulations, and so contributes much to Health.'

Common Elements Relating to
the Development of Ideas and Attitudes

The essential characteristic found was that the writings of particular authors had an identifiable effect on the ideas and attitudes formulated by the readers.

Honeywell, Roy J. *The Educational Work of Thomas Jefferson*. Cambridge: Harvard University Press, 1931.

Thomas
Jefferson

p. 5:

"Jefferson's religious views seem to have been influenced by reading the works of Bolingbroke some time after 1764, and his attitude toward primogeniture and entail can be traced, through his commonplace Book, to Sir John Dalrymple's *Essay Toward a General History of Feudal Property*, to Francis Stoughton Sullivan's *An Historical Treatise of the Feudal Laws and the Constitution of the Laws of England*, and to Lord Kames' *Historical Law Tracts*."

p. 161-62:

"When his third library was offered for sale in 1829 it contained, beside several tracts on education, Griscom's *Monitorial Instruction*, Garnett's *Lecture on Female Education* and

Thomas
Jefferson

Russel's *View of the System of Education in the Schools and Universities of Scotland*. The work of Russel is the only one of these which can be said to have contributed to Jefferson's educational plans."

p. 162:

"In 1825 he wrote to his granddaughter's husband:....'I have derived a great deal of information from Russel for the use of our University.'"

p. 163:

"Another writer on education whose influence Jefferson acknowledged was Destutt de Tracy."...(Letter to John Adams, October 14, 1816. Ms., L.C., Vol. 208) "In 1816 he declared Destutt de Tracy to be the ablest living writer on intellectual subjects and the operation of the understanding."

p. 17:

"In view of the well-known influence of John Locke upon Jefferson's political principles it is natural to expect that his educational views were similarly influenced. Jefferson's second library contained Locke's philosophical writings, including his essays on education."

Jefferson, Thomas. *The Literary Bible of Thomas Jefferson; His Commonplace Book of Philosophers and Poets*. The Johns Hopkins Press, 1928; reprint ed. New York: Greenwood Press, 1969.

Thomas
Jefferson

p. 21:

"*Paradise Lost* exerted on him a very powerful attraction....he found in *Paradise Lost* a conception of life with which he was already familiar through his reading of the ancient Sages."

p. 19:

"For Bolingbroke he always professed the greatest admiration....It was probably because of Bolingbroke that he first came to question the authenticity of the *Bible* as an historical document."

Woodward, W. E. *Tom Paine: America's Godfather, 1737-1809*. New York: E. P. Dutton, 1945.

Thomas
Paine

p. 48:

"Thomas Paine never met John Wilkes, but he was a reader of the *North Briton*, and a silent spectator of Wilkes' fight for reform. Years later he said that he had been deeply moved by the ideas which Wilkes had expressed in his writings.

"There is no doubt that Wilkes was a potent influence in Paine's life - the shaping of his ideas, and in the character of his public activities."

Common Elements Relating to Moral Values and Standards of Conduct

- (1) There was the idea that reading helps one learn to discipline himself.

Adams, John. *Diary and Autobiography of John Adams*, edited by L. H. Butterfield. 3 vols. Cambridge: Harvard University Press, Belknap Press, 1961. Vol. 3: *Diary; 1782-1804. Autobiography; Part one*, to October 1776.

John
Adams

p. 261: (November 30, 1804)

"I soon perceived a growing Curiosity, a Love of Books and a fondness for Study, which dissipated all my Inclination for Sports, and even for the Society of the Ladies."

Franklin, Benjamin. *Benjamin Franklin's Autobiographical Writings*, edited by Carl Van Doren. New York: Viking Press, c1945.

Benjamin
Franklin

p. 623:

"Reading was the only amusement I allowed myself. I spent no time in taverns, games, or frolicks of any kind."

(2) Reading was also considered as a source of standards of morality and conduct.

Jefferson, Thomas. *Jefferson Himself: The Personal Narrative of a Many-Sided American*, edited by Bernard Mayo. Boston: Houghton Mifflin, c1942.

Thomas
Jefferson

p. 29:

"I appeal to every reader of feeling and sentiment whether the fictitious murder of Duncan by Macbeth in Shakespeare does not excite in him as great a horror of villany as the

Thomas
Jefferson

real one of Henry IV by Ravaillac as related by Davila? And whether the fidelity of Nelson and generosity of Blandford in Marmontel do not dilate his breast and elevate his sentiments as much as any similar incident which real history can furnish? Does he not in fact feel himself a better man while reading them, and privately covenant to copy the fair example?"

Jefferson, Thomas. *The Literary Bible of Thomas Jefferson; His Commonplace Book of Philosophers and Poets*. The Johns Hopkins Press, 1928; reprint ed. New York: Greenwood Press, 1969.

p. 24 (To Robert Skipwirth, August 3, 1771. M.E. IV, 238)

"...Thus a lively and lasting sense of filial duty is more effectually impressed on the mind of a son or daughter by reading *King Lear*, than by all the dry volumes of ethics and divinity, that ever were written. This is my idea of well written Romance, of Tragedy, Comedy and Epic poetry."

McNaughton, Frank., and Hehmeyer, Walter. *This Man Truman*. New York: McGraw-Hill, c1945.

Harry S.
Truman

p. 13:

"He had started to read the *Bible*, not as most children read the *Bible* for its stories, but for as much as a boy's mind could catch of its deeper meaning, its moral lessons and great truths. It instilled in him a seriousness that became marked in a boy so young. He could quote many

Harry S.
Truman

verses at random and in a childlike way he knew their beauty and could understand the allegorical significance."

Truman, Harry. *Mr. Citizen*. New York: Bernard Geis, c1960.

p. 137:

"Do you remember, in John Bunyan's *Pilgrim's Progress*, there was a certain fellow who was always looking down, hoping he would find a treasure, and all he had to do was look up and he would find it there? That's the difference between a people with a moral code and a people without one."

Truman, Harry. *Mr. President*, by William Hillman. New York: Farrar, Straus, and Young. c1952.

p. 190:

"In reading the lives of great men, I found that the first victory they won was over themselves and their carnal urges. Self discipline with all of them came first. I found that most of the really great ones never thought they were great, some of them did."

These selections from the records left by only a few of the founders and builders of this nation help to illustrate the relation of this project to the Bicentennial Year. The Bicentennial Year has been a time for reviewing the past and making projections for the future. These experiences lead to questions for Americans of 1976: To what extent are the vast resources available today through libraries and bookstores

continuing to serve as a means of self-education, as a source of personal delight and enjoyment, as a stimulus for the appreciation of language and literary style, as in influence on the development of ideas and attitudes, and as an aid in the development of moral values and standards of conduct? Do we use the study of history as a means of understanding and interpreting the present? And, if the answer is negative, can Americans of 1976 afford to lose these values? This pilot project gave us an opportunity to explore and to ask questions of our neighbors about the values that they derive from reading today. That many of our respondents expressed some of the same ideas found in the writings by and about the founding fathers was reassuring and significant.

CHAPTER IV

PRESENTATION OF FINDINGS

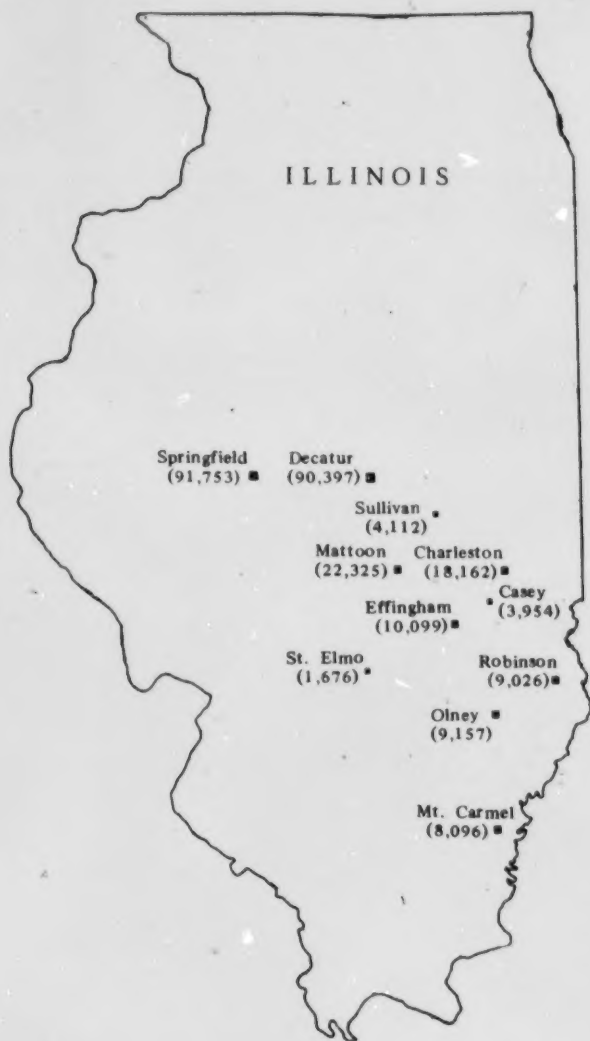
The participants in the field study were interviewed in the ten East Central Illinois communities shown on the map on the following page.

The forty-five professions and/or occupations represented in the sample are listed in Appendix B. More than one-third of the persons were housewives and teachers, with a count of twenty-four and twelve respectively. The numbers shown in parentheses in Appendix B give the actual numbers of persons in each occupational category.

Ages of the Participants (Including Participants in the Pre-Test)

<u>Age Ranges</u>	<u>Number of Participants</u>
80-89	2
79-79	14
60-69	13
50-59	23
40-49	21
30-39	23
20-29	16
Under 20	0

Total: 112



LOCATIONS AND POPULATIONS OF THE COMMUNITIES
VISITED

Highest Level of Formal Education
of the Participants
(Including Participants in the Pre-Test)

<u>Levels</u>	<u>Number of Participants</u>
Elementary	0
Junior High School	0
Senior High School	22
College 2 years	30
College	32
Master's	21
Specialist	2
Ph. D.	5

Total: 112

Here we present the results of an analysis of the content of the taped interviews with 112 persons who participated in the project. The Content Analysis Form, shown in Appendix C, was organized into headings that were labeled A-P. The following presentation considers each of these parts:

A. Initial Reading Experiences

Three questions were asked regarding the earliest memories of reading experiences:

1. When? (The point in the respondent's life)
2. How? (The source of the stimulus; the motivation)
3. What? (The reading materials that were recalled.)

The respondents provided data about each question according to the amount of information recalled at the time of the interview.

A-1. When?

Stages in the development of the individual were divided into four broad categories:

- (1) Pre-school
- (2) Elementary School (grades 1-8)
- (3) High School (grades 9-12)
- (4) Post High School.

One hundred and twelve persons gave information on the time that their initial reading experiences took place. Sixty-eight persons recalled reading experiences that began in the elementary school years. Thirty-four persons had memories of reading or being read to before entering school. Five persons reported initial reading experiences that began during high school years, and five reported that their experiences began after high school.

TABLE A-1 INITIAL READING EXPERIENCES: WHEN?
(The Point in the Respondent's Life)

TIME	NUMBER
Pre-school	34
Elementary School	68
High School	5
Post High School	5
Total	112

A-2. How?

Five categories of stimuli, or motivations, were reported for initial reading experiences:

- (1) Reading in the home
- (2) Persons outside the home
- (3) Discovery of a specific author
- (4) Discovery of a particular title or literary form
- (5) Availability of reading materials.

The most frequently mentioned stimulus for initial reading experiences was Reading in the Home. This was reported 23 times. It included being read to by an adult in the home, family group reading sessions, and the observation of the reading of others within the home.

The influence of persons outside the home was reported 13 times. These persons included teachers, librarians, relatives, and friends.

The availability of reading materials was reported 13 times also. The respondents reported that they began to read the books because they were there.

The discovery of a particular title or literary form was reported seven times, and the discovery of a specific author was reported twice.

Nearly half of the respondents, or 54, did not report the motivation for their initial reading experiences.

TABLE A-2 INITIAL READING EXPERIENCES: HOW?
(The Source of the Stimulus; the Motivation)

STIMULUS	NUMBER
Reading in the Home	23
Persons outside the Home	13
Discovery of a Specific Author	2
Discovery of a Particular Title or Literary Form	7
Availability of Reading Materials	13

Total: 58

A-3 What?

Reading materials that were actually recalled included titles and fragments of titles of books, literary types, series, and periodicals. Lists of these materials are presented below in the language of the respondents:

1 - Expressions of Actual Titles and Fragments of Titles of Books

	Frequency
Alice in Wonderland	2
Anne of the Green Gables	3
As I Lay Dying	2
Beowulf	1
Bible	3
Black Beauty	5
Boy Scout Manual	1
Call of the Wild	1
Catechism	1
Doctor Doolittle	1
Doctor Savage	1
Elsie Dinsmore	3

Five Little Peppers	1
Girl of the Limberlost	1
Grimm's Fairytales	2
Gypsy	1
Heidi	1
Horatio Alger	3
House of Seven Gables	1
John L. Stoddard's lectures	1
Little Black Sambo	1
Little Colonel	2
Little Lame Prince	1
Little Men	1
Little Women	3
Misty of Chincoteague	1
Mother Goose	1
Pilgrim's Progress	1
Pollyanna	2
Robin Hood	1
Secret Garden	2
Seventeen	1
Silas Marner	1
Tale of Two Cities	1
Tarzan	1
Tom Sawyer	1
Tom Swift	3
Treasure Island	1
20,000 Leagues under the Sea	4
Uncle Tom's Cabin	1
Winnie the Pooh	1
X-Bar X Boys	1

2 - Expressions of Literary Types and Subjects

Adventure	3
Animals	1
Bible History	1

Bible Stories	2
Biography of George W. Carver	1
Car manuals	1
Children's magazines	1
Classics	1
Comics	1
Current magazines	1
Early America	1
Fairy Tales	1
Fiction	1
Four Gospels	1
History	1
Hopalong Cassidy Comics	1
Mythology	1
Personal narratives	1
Poetry	2
Pulp magazines	1
Romance novels	1
Sports	1
Story of King Arthur	1
Westerns	2

3 - Expressions of Series and Periodical Titles

American Revolution Series	1
Bobbsey Twins	6
Boy's Life (Periodical)	1
Boy Scout Books	1
Camp Fire Girls	1
Cowboy Series	1
Hardy Boys	1
Nancy Drew	6
New Yorker (Periodical)	1
New York Times	1
Sea Story	1

B. Dominant Themes

Several respondents reported that their reading tended to be thematic. An interest in a particular topic would lead to the desire to read more about it and a search for more books on the topic. This interest continued, and in some cases, it was replaced by still another theme. Forty-three different themes were mentioned in the interviews. These themes were analyzed in light of their context within the interviews and the specific meanings that the respondents gave to them. Although respondents used different words to express the themes, our analysis revealed that they fell into the following clusters:

(1) War and History

Examples: Battles in WWII; Cipher Breaking by the Germans; Hitler; War and Man's Destruction of Man; Civil War; Revolutionary War; Current History.

(2) Hobbies and other Leisure Time Pursuits

Examples: Glass Making; Indian Arts and Crafts; Weaving; Jewelry Making.

(3) Life Concerns and Experiences of Individuals and the Impact of Social Conditions on Groups

Examples: Individual Biographies; The Depression; Migrations of Peoples; People Making Something better of themselves.

(4) Travel, including adventure and faraway places

Examples: Hawaii; South Pacific;

Sea Stories.

(5) Psychology and Abnormal Psychology

Examples: Child Psychology, ESP, and the Occult.

Persons who work with reading guidance and Advisory Services to readers can appreciate the fact that one simple thematic interest can be supported by books of many types and from various categories in library collections. For example, one reader was interested in reading about "people making something better of themselves." Naturally the choices in reading would include individual biography, but it carried that reader into historical selections and a concentration on books on American pioneers and Migrations of Peoples here and in other countries.

C. Subjects

The following Summary Table reveals the subject fields in which the respondents read regularly. The largest category was the Dewey Class 900, including History, Geography and Travel, and Biography. Subjects in this class were mentioned 151 times. Biography alone was mentioned 53 times.

The second largest class was the 700's, the Arts, with a frequency of 50.

The 600's, the Applied Sciences, were mentioned 45 times.

Fiction was mentioned 39 times, followed by the Social Sciences with a frequency of 34.

Class 100, Philosophy and Related Disciplines, was mentioned 23 times. Psychology was the largest subject within this Class with a frequency of 10.

Class 200, Religion, was reported 20 times, followed by the 500's, Pure Science, with 19.

The smallest frequencies were four for Generalities and three for Language.

SUMMARY TABLE

<u>Dewey Class Number</u>	<u>Frequency</u>
000	4
100	23
200	20
300	34
400	3
500	19
600	45
700	50
800 and Fiction	39
900	151

A detailed classification of the subjects reported follows. This classification is based on the tenth abridged edition of the *Dewey Decimal classification*.

Dewey Classification of Subjects

<u>Dewey Class Number</u>	<u>Subjects</u>	<u>Frequency</u>
000	Generalities	1
001.9	Controversial and Spurious Knowledge	1
020	Library & Information Sciences	1
070	Journalism, Publishing, Newspapers	1

Total 000's: 4

		100's	
<u>Dewey Class Number</u>		<u>Subjects</u>	<u>Frequency</u>
100	Philosophy and related disciplines		4
131	Popular personal success)	Psychology well-being, happiness,	1
133	Parapsychology and occultism		1
133.4	Magic, Witchcraft demonology		1
133.8	Extrasensory perception		1
135	Dreams and the mystic traditions		1
137	Personality analysis and improvement		2
150	Psychology		10
155.4	Child psychology		1
158	Applied psychology		1

Total 100's: 23

		200's	
<u>Dewey Class Number</u>		<u>Subjects</u>	<u>Frequency</u>
200	Religion		9
220	The Bible		1
220.09	Historical and geographical treatment of the Bible		1

220.6	Bible interpretation and Criticism	3
230	Christianity	1
240	Christian moral and devotional theology	1
280	Denominations and sects of Christian Church	1
287	Methodist Churches	1
289.3	Latter-Day Saints	1
289.7	Mennonite Churches	1

Total 200's: 20

300's The social sciences

<u>Dewey Class Number</u>	<u>Subjects</u>	<u>Frequency</u>
301	Sociology	1
301.2	Culture and Cultural processes	1
301.24	Social Change	1
301.45	Nondominant aggregates	2
320	Political sciences	6
320.5	Political theories and ideologies	1
320.9	Political situation and conditions	1
327	International Relations	1
330	Economics	3

332.1	Banks and banking	1
332.6	Investment Finance	1
340	Law	2
344.3	Welfare	1
350	Public Administration Executive branch Military art & science	1
351.9	Malfunctioning of government	3
360	Social pathology, Social Services, association	1
362	Social pathology and its alleviation	1
380	Commerce, communications, transportation	1
390	Customs & folklore	2
391	Costume and personal appearance	1
392.73	Customs of life cycle and domestic life	1
395	Etiquette	1

Total 300's: 34

400's Language

<u>Dewey Class Number</u>	<u>Subjects</u>	<u>Frequency</u>
410	Linguistics	2
440	French, Provencal, Catalan languages	1

Total 400's: 3

500's Pure sciences

<u>Dewey Class Number</u>	<u>Subjects</u>	<u>Frequency</u>
500	Pure sciences	6
510	Mathematics	2
520	Astronomy and allied sciences	1
540	Chemistry and allied sciences	1
551.4	Geomorphology	1
574.307	Development and maturation (Study and teaching)	2
574.5	Ecology	4
591	Zoology	1
598.2	Birds (Aves)	1

Total 500's: 19

600's Technology (Applied sciences)

<u>Dewey Class Number</u>	<u>Subjects</u>	<u>Frequency</u>
610	Medical sciences Medicine	4
610.69	Medical Personnel	1
613.2	Dietetics	1
613.7	Physical Fitness	1
620	Engineering and allied operations	1

621.3	Electrical, electronic, electromagnetic engineering	1
621.4	Heat engineering and prime movers	1
621.47	Solar-energy engineering	1
621.48	Nuclear Engineering	1
629.205	Motor land vehicles, and cycles (Serials)	1
631	General agricultural techniques, apparatus, equipment, materials	6
634	Orchards, fruits, nuts, forestry	1
635	Garden crops (Horticulture)	2
635.9	Flowers and ornamental plants (Floriculture)	1
636.089	Veterinary sciences	1
639	Nondomesticated animals and plants	1
640	Home economics	1
641.5	Cookery	6
646.2	Sewing and Related operations	1
649	Child Rearing and home nursing	3
650	Managerial services Business services	2
658.85	Personal selling (salesmanship)	1

659.1	Advertising	1
660.2	Chemical Engineering	1
684	Furnishings and home workshops	2
694	Wood construction Carpentry	1
696	Utilities	1

Total 600's: 45

700's The Arts Fine and decorative Arts

<u>Dewey Class Number</u>	<u>Subjects</u>	<u>Frequency</u>
700	The Arts	7
712	Landscape design	2
715	Woody plants	1
720	Architecture	4
726	Buildings for religious purposes	1
728	Residential buildings (Domestic architecture)	1
736	Carving and carvings (including cutting stones)	1
739.2	Work in precious metals	1
745.1	Antiques	4
745.4	Pure and Applied design and decoration	2

745.5	Handicrafts	2
746	Textile arts	1
746.2	Laces and related fabrics (including needlepoint)	1
746.4	Needle and handwork	1
746.6	Printing, painting, dyeing	1
746.7	Rugs and carpets	1
747	Interior decoration	1
751.2	Painting and paintings (Materials)	1
759.01	Painting and Paintings of Primitive peoples and ancient times to 500 A.D.	1
770	Photography	1
780	Music	5
780.8	Collections and miniature scores	1
790	Recreational and Performing Arts	1
791.5	Miniature, toy, shadow theaters (including puppetry)	1
792	Theater	1
793.8	Magic	1
796	Athletic and outdoor sports and games	1

796.33	Inflated ball driven by foot (soccer, football, rugby)	1
796.352	Golf	1
796.9	Ice and snow sports	1
799	Fishing, Hunting, shooting	1

Total 700's: 50

800's

English Literature and American Literary Works, Including Works Classified as Fiction

<u>Dewey Class Number</u>	<u>Subjects</u>	<u>Frequency</u>
800	Literature (Belles-lettres)	3
810	American Literature in English	1
820	Literatures of English and Anglo-Saxon Languages	1
	<u>Fiction</u>	
	Detectives	1
	Science Fiction	5
	Mysteries, Spy, Intrigue	5
	Children's Books	2
	Westerns	4
	Romance	3

Historical Novels	7
Fairy Tales, Fantasy	2
Adventure	5

Total 800's: 39

900's

General geography and history and their Auxiliaries

<u>Dewey Class Number</u>	<u>Subjects</u>	<u>Frequency</u>
900	General geog and history	29
909.82	General World histroy, 1900-1999	2
910	General geography travel	11
913	Geography and travel in the Ancient World	5
920	Biography, genealogy, insignia	8
920.72	Biographies of women	1
921	Philosophers and Psychologists	1
922	Biography of religious leaders, thinkers, workers	3
923	Biography: Persons in the social sciences	33
927	Persons in arts and recreation	5
928	Persons in literature	2

929	Genealogy, Names, insignia	7
930	General history of ancient World to ca. 500 A.D.	3
937	Italian peninsula and adjacent territories to 476 A.D.	1
940	General history of Europe	2
940.1	General history of Europe - Middle Ages	1
940.2	General history of Europe - Modern period	1
940.53	World War II, 1939-1945	3
942.05	British Isles, tudor period 1485-1603	1
943.086	Third Reich, 1933-1945	1
944	France	1
947	Eastern Europe (USSR)	1
949.5	Greece and the Byzantine Empire	3
951	China	1
952	Japan	1
956	Middle East (Near East)	1
960	Africa	1
962	Countries of the Nile Egypt	1

973	United States	2
973.1	Period of discovery and exploration to 1607	1
973.3	Revolution and Confederation, 1775-1789	2
973.5	Early 19th Century, 1809-1845	1
973.7	Administration of Abraham Lincoln (Civil War)	9
973.8	Later 19th Century, 1865-1901 (Period of Reconstruction)	1
973.917	Administration of Franklin D. Roosevelt, 1933-1945	1
973.918	Administration of Harry S. Truman, 1945-1953	1
977.3	General History of Illinois	1
978	History Western United States	1
979	History and Geography of the Great Basin and Pacific Slope region of United States, Pacific Coast States	1
Total 900's:		151

D. and E.

Sections D and E of the Content Analysis Form dealt with the respondents' recall of authors and titles that had resulted in significant impressions. This process is different from that which was reported in Table A-3 above, which dealt with authors and titles that were remembered from initial reading experiences.

The data collected under D and E of the Content Analysis Form were impressive if for no other reason than the quantity. There was more than quantity, however, that was noteworthy. The broad range in quality and the diversity in the reading choices were characteristics that were dominant.

What data did this limited sample of residents of East Central Illinois provide? First of all, we collected a record on index cards of 584 expressions of authors and/or titles. This relates to the statements about quantity above. To illustrate the diversity, we present the following list, reported in the language of the respondents, of a random selection of 75, or 13 per cent of these expressions. The reader should note that in some cases the expressions consisted of an author or a title alone; in other cases they included both the author and title, and in a few instances, a character was the remembered feature.

Seventy-Five Expressions of Authors and/or
Titles That Resulted in Significant Impressions
on Readers

1. Ralph Waldo Emerson
2. *The Golden Bough.*
3. Emmanuel Kant. *Critique of Pure Reason.*
4. *Drums along the Mohawk.*
5. Edna St. Vincent Millay
6. Euripides
7. *Lord of the Flies.*
8. William Faulkner
9. *The Bobbsey Twins*
10. Helen Keller
11. *Sleeping Beauty*
12. *To Kill a Mockingbird*
13. Chaucer
14. *The Scarlet Letter.*
15. Dostoyevsky
16. James Bond

17. *How to Live with a Bad Back*
18. Lloyd Alexander
19. Victor Hugo
20. *King Arthur and the Knights of the Round Table.*
21. Maya Angelou
22. Sylvia Plath
23. Jane Austen
24. Sir Arthur Conan Doyle
25. Saul Bellow
26. Lois Lenski
27. Henry W. Longfellow
28. Boccaccio
29. Daniel Boorstin
30. Ray Bradbury
31. *The Ascent of Man.*
32. Gwendolyn Brooks
33. Charlotte and Emily Bronte
34. Anita Bryant
35. William F. Buckley
36. *The Montessori Method.*
37. *Across Five Aprils.*
38. *Wind in the Willows.*
39. Uncle Remus
40. Elizabeth Barrett Browning
41. *Gods, Graves, and Scholars.*
42. *The Rise and Fall of the Roman Empire.*
43. Erle Stanley Gardner
44. *The Power of Positive Thinking.*
45. Angela Davis
46. *Pilgrim's Progress.*
47. *Elsie Dinsmore.*
48. *Little Black Sambo.*
49. Helen MacInnes
50. Ellery Queen
51. *The Book of Genesis.*
52. Benjamin Franklin's *Autobiography*
53. Ernest Hemingway
54. James Thurber

55. Margaret Walker. *Jubilee*,
56. *War and Peace*.
57. Frank Yerby
58. Walt Disney
59. Laura Ingalls Wilder
60. Thornton Wilder
61. Leon Uris. *Exodus*.
62. E. B. White. *Charlotte's Web*.
63. *The Lives of a Cell*.
64. Robin Hood
65. *Looking for Mr. Goodbar*.
66. *Heidi*.
67. *Grapes of Wrath*.
68. Henry David Thoreau. *Walden*.
69. Thomas. *Calculus and Analytic Geometry*.
70. Kurt Vonnegut. *Slaughterhouse Five*.
71. J. R. Tolkien. *The Lord of the Rings*.
72. Toynbee. *The Study of History*.
73. Jules Verne
74. Karl Menninger
75. Alexis de Tocqueville. *Democracy in America*.

There was interest also in finding out which of the titles and authors were mentioned by several respondents. In order to determine this a record was made of those expressions that were reported by five or more persons during the course of the interviews. The result of this tabulation follows:

Authors and Titles That Were Mentioned Five or More Times

Authors	Titles
Alcott, Louisa May (3)	<i>Little Women</i> (2)
	<i>The Bible</i> (17)

Buck, Pearl (2)	<i>Dragon Seed</i> (1) <i>The Good Earth</i> (2) <i>Hidden Flower</i> (1) <i>Imperial Woman</i> (1)
Christie, Agatha (5)	
Clemens, Samuel Langhorne (5)	<i>Diary of Adam and Eve</i> (1) <i>Adventures of Huckleberry Finn</i> (2) <i>The Prince and the Pauper</i> (1) <i>Adventures of Tom Sawyer</i> (1)
Dickens, Charles (6)	<i>A Tale of Two Cities</i> (2)
Douglas, Lloyd C. (3)	<i>The Robe</i> (3)
Hailey, Arthur	<i>Airport</i> (4) <i>Final Diagnosis</i> (1) <i>Hotel</i> (1) <i>The Wheels</i> (1)
Michener, James	<i>Centennial</i> (9) <i>Hawaii</i> (10)
Mitchell, Margaret	<i>Gone With the Wind</i> (6)
Poe, Edgar Allan (7)	
Shakespeare, William (16)	<i>Hamlet</i> (1) <i>Macbeth</i> (4) <i>Romeo and Juliet</i> (2) <i>Twelfth Night</i> (1)

The title that was mentioned most frequently was *The Bible*. The authors mentioned most frequently were Shakespeare and James Michener.

Note: The numbers shown in parentheses following titles indicate the number of times that they were mentioned. The numbers following authors' names indicate the number of

times that the names were mentioned
without titles.

F.

When they were asked to talk about the types of materials read most frequently, the respondents indicated a broad range of categories that included references to subjects, specific literary types, and to form. The aim here is not to omit any one of the expressions of preference, and to organize them into the broad categories that were indicated. The larger categories that emerged were Biography, Poetry, Fiction, Newspapers and Periodicals, General Non-fiction, and an assortment that has been labeled Miscellaneous. The number of references to these categories and the sub-categories as they were actually expressed by the respondents are reported below:

CATEGORY	FREQUENCY
Biography	42
Autobiography	3
Diaries	1
Genealogy	2
	TOTAL: 48
Fiction	35
Westerns	1
Historical Novels	11
Light Gothic Novels	2
Social Novels	1
Science Fiction	1
Short Stories	4
Detective Stories	1
Victorian Novels	2
Mysteries	22
	TOTAL: 80

Newspapers	10
Periodicals	23
News Magazines	4
Professional & Trade Journals	7
Women's Magazines	2

TOTAL: 46

Poetry	10
Old English	1
Japanese Poetry	1

TOTAL: 21

General Non-fiction	20
---------------------	----

TOTAL: 20

Miscellaneous	
Best Sellers	3
Young Adult Books	3
Children's Books	2
Condensed Books	2
Classics	1
Reference Books	1
Pocket Books	1
Reviews	1
How-to-Do-It Books	1
Booklets	1
Pamphlets	1
Satire	1

TOTAL: 18

Those who select newspapers and magazines for library collections will probably be impressed with the variety of titles reported, ranging from those of mass popular appeal to the more specialized or technical ones. Readers who are interested in the specific periodical and newspaper titles that were mentioned by the respondents can refer to Appendix D.

G. Specific Qualities Relating to Reading Materials

There was substantial evidence relating to the respondents' recognition of specific qualities of appeal inherent in the reading materials of their choice. Analysis of the comments revealed that the characteristics most frequently referred to related to characterization, theme, setting, plot, and literary style. The qualities of appeal of the characteristics are shown below as expressed in the words of the respondents:

Theme:

- Man's destruction of man
- Theme with lesson
- Reinforcement of optimistic attitude
- Projects the future
- Historically based theme
- Adventure
- Rugged individualism
- Courage
- Moral virtues
- Experiences that I can identify with

Characterization:

- Dickens' characters
- Shakespeare's characters
- Reality based
- I have to like a character
- I have learned how people react by their emotions
- Characters and story having a moral
- Real people
- Recognition and understanding people
- Understanding underlying motives of people
- What makes people the way they are
- How the author treats male-female relationships

Plot:

- Suspense
- Good story
- Thrill of the story
- Real events
- Real happenings
- Happy endings

Literary Style:

- Well-written
- Mastery of language
- Literary style
- Rollicking poetry
- Lot of description
- Good imagery

Setting:

- Settings in another country and time
- Made me identify with another culture
- Enjoyed reading about China

The importance of the physical appearance of the book was mentioned one time.

H. Changes in Reading Choices

The respondents were asked if they were aware of definite changes in types of materials selected for voluntary reading, and if so, to describe the nature of the change. There were only 16 expressions related to such changes. These are reported below:

<u>Time of Change</u>	<u>Direction of Change</u>	
	<u>From</u>	<u>To</u>
During college years	History	Psychology
During adulthood	Fiction	Non-fiction
During adulthood	Animals	History
During adulthood	Lighter	Heavier
In elementary school	Series books	Great literature
Currently	Fiction	History & biography
In high school	Ocean stories	Sailing
Currently	Cars	Psychology
When own children entered school	Personal interests	Children's interests
After 6th grade	Fiction of a general nature	Mickey Spillane Detective Sea Stories
In the summers	More reading	Less reading
During vacations	General nonfiction	Travelogs
Currently	General nonfiction	Feminist point of view
Before graduate school	More reading	Less reading
Prior to college	Teenage fiction	Ellery Queen
As a child	Imaginative and academically structured	Personal need and development of philosophy

I. Bases for Choices in Reading

Analysis of the bases on which reading choices were made shows that the choices were made in a wide variety of circumstances, but the two circumstances cited most frequently were discussion with friends (6) and book reviews (6). All types of choices are listed below:

Television	(2)
Discussion with friends	(6)
Book reviews	(6)
Organizations	(1)
One book suggests another	(1)
Read about places before I travel	(2)
Subjects that provide information	(1)
Likes melodramatic stories	(1)
Likes literature that has to be interpreted	(1)
Reading material that is absorbed easily	(1)
Reading that can be read quickly	(1)
Reading that has pragmatic value	(1)
Curiosity	(1)
Reading to find structure	(1)
Humor	(1)
Basic truths	(1)
Used book stores	(1)
Subjects that interest me temporarily	(1)
Reading related to hobby	(1)
Best seller list	(1)
Book club	(3)
Result of visiting museums	(1)
Study groups	(1)
Lectures and seminars	(1)

J. Values Derived from Reading

One of the principal objectives of this project was to find out what values the respondents derived from reading. The data collected were classified into the following nine categories, and a tabulation was made of the number of times that each value was identified by the respondents.

<u>Values Derived from Reading</u>	<u>Frequency</u>
Pleasure or Enjoyment	77
Information	
For Special Areas of Interest	72
For Occupational Activities	57
For Learning in General	55
Emotional Anchoring	9
Recreation	15
Escape	25
Antidote for Loneliness and Isolation	12
Enrichment of Academic Subjects	46
Inspiration	5
Development of Personal Philosophy	1

The information received as a result of reading was the value that was mentioned most, a total of 184 times. Within this category, the purpose of the information was reported, indicating that 72 persons sought the information for their special areas of interest; 57 persons received information related to their occupational activities; and 55 persons sought information for learning in general. Pleasure or enjoyment received was the value with the next highest frequency, followed by enrichment of academic subjects.

K. Expressions That Reveal Attitudes toward Libraries and Library Services

The direct quotations revealing attitudes of the respondents toward libraries and library services are reported in this section. Types of libraries referred to most frequently were public and school libraries. A variety of library services including availability of large print editions, story hours, reading groups, individual reading guidance, and availability of free materials were reported as valued. Several persons spoke of the Illinois library systems and expressed appreciation for their role in making more materials available.

It is especially interesting that only one strong negative comment was made. It appears as the last item in this section.

"I was encouraged by librarians."

"The librarian suggested titles."

"Story hours should help youngsters read."

"The library has reading groups that meet every month."

"We use the State Library."

"Our local library has been very helpful."

"Our librarian has put forth a great deal of effort to help me find materials I need."

"While in school, we were encouraged to go to the library."

"Selection of materials is so much better since we are in the system."

"Whenever we moved, I always sought out the library."

"The librarian has given me a list of large print books."

"Sometimes I discover books in the library that I later buy."

"I can remember when the first library opened in my hometown in the mid-1920's. I was in the first or second grade. The library is a great thing when you come from a poor family and don't have many books to read."

"I went to my first library in and thought heaven had opened its gates."

"Whenever I moved to a new place teaching, I would always locate the library first thing."

"I used four different libraries when I taught at Army Dependents School in Germany."

"My children enjoy going to the public library."

"I read from the 'Library Box' as a child." (This was a circulating collection.)

"As a child I went to the library frequently."

"I used the library as a child."

"I have always used the library."

"Our library offers a lot to the community."

"I went to the library as a child and continue to use it."

"I used the library as a young child. The librarian was very helpful."

"The greatest value is getting children to enjoy reading."

"I have always used libraries."

"The system is very helpful. Librarians have helped me a lot. They go out of their way to help me find what I need. If they do not have the material, they order it."

"In high school the librarian often suggested things to read."

"I go to the library frequently. The librarian is very helpful."

"I love the library and always have."

"As a child, I went to the library every week."

"A librarian was helpful in providing me with the initial reading stimulus. Our public library has a good reference desk. All subjects are represented."

"The library has been the most wonderful institution in the world to me. If we had to choose schools or libraries (for adults), I would choose libraries."

"I have always used libraries."

"Our library has been very adequate and our librarian is very helpful."

"I have a personal library, but I don't have the funds to buy everything. Public libraries are a God-send to people who cannot afford to buy books. More reading leads to sophistication. Also, books can take me places where I am unable to go otherwise."

"A library where you can find anything you want is thrilling!"

"I go to the library regularly."

"I can read and study in quiet."

"In college I often browsed among the stacks looking for books of interest."

"I use the library regularly."

"As children, we went to the library every week."

"I participated in story hour."

"I used the system's collection each week."

"I go to the library about once a month and take out about 5 books. I also browse."

"I read myself through the public library. Now, I'm very interested in the library for the benefit of my children."

"I used the library as a child"

"I go to the library regularly."

"My family helped found a library."

"As a child I used the library constantly."

"I used to hate to go to the library and read. It was depressing. I would check books out and take them home getting out as quickly as possible. I never did like to sit down and read in a library."

L. Indications of the Influence of the Respondent's Reading on Others

Several of the interviews included statements about the efforts of the respondents to encourage others to develop the habit of reading. Fifty-two individuals, slightly more than half of the participants, mentioned such efforts, specifying their relationship to the other persons. The relationships were of four types: (1) Children of the respondents and others in the family; (2) Friends; (3) Work Colleagues; and (4) Children and young people with whom they came in contact. Most of the influence was directed toward children and others in the family, as shown below:

Those Encouraged to Develop the Habit of Reading	Number of Times Mentioned
Children of the respondents and others in the family	45
Friends	6
Children and young people with whom they came in contact	5
Colleagues at work	2

M.

Twenty-one persons interviewed reported reading experiences that caused them to modify or change previously held opinions or attitudes. The experiences as reported are listed below:

1. "John Dewey's philosophy became the keystone of my thinking. Worldly philosophers influenced my thinking. I could see how various economists have affected our history."

2. "Caused me to lose fear of doctors."

3. "In early life reading influenced my choice of occupation. In fifth grade I wanted to be a lawyer because I had read Perry Mason. Eventually I became an English teacher because I loved English literature so much."

4. "An article in Reader's Digest about starving children led to decisions on family planning, if lack of planning is going to lead to starvation."

5. "If you read the *Bible*, it will change your whole attitude."

6. "No, but I believe books have sometimes convinced me of things I have suspected."

7. "Yes, reading on the subject of welfare changed my ideas radically, I had lots of myths dispelled."

8. "Yes, Theodore White's book on Nixon (His last year in the White House). My assumptions were under-cut. *Seven Sisters* - Anthony Sampson - I felt some of my assumptions were totally wrong."

9. "*The Birth of Jesus* made things alive and real."

10. "*Eichmann in Jerusalem* - I learned that everyone has great capacity for evil - it caused me to look at myself. Some history books have radically changed my opinion about other countries and my own

country."

11. "I changed my mind about Africa."

12. "*I'm Not Much Baby, But I'm All I Got* had a great influence on my life."

13. "Carl Rogers' *Becoming a Person* changed my mind about human beings - It also caused a change in my behavior, I believe."

14. "*Growing Old Gracefully*, I feel influenced me.

15. "The *New Yorker* has made me more liberal politically."

16. "The *Conspirators* foretold what has happened in terms of the last 50 years. The rise of the rich man - Nixon - Rockefeller."

17. "No, I think I look for books that reinforce my present thinking. Magazines articles have sometimes changed my mind."

18. "*Bury My Heart at Wounded Knee* made me more fully aware of the Indian experience. I think any book changes you in some way."

19. "I've read political books, but I try to find another point of view."

20. "My opinions are not so fixed that they can't be swayed. A lawyer has to have an open mind. I'm sure my opinions have been modified, although I can't recall any of my positions being changed to a direct opposite."

N. Can You Imagine What Your Life Would Be Like Without Reading?

When the respondents were asked if they could imagine what their lives would be like without reading, the replies came quickly. The expressions ranged from not being able to imagine it to a description of such a situation as, "Empty." Some of the respondents considered reading as a key element in the realization of their occupational goals. The complete list of responses to this question is given below:

Responses to the Question: "Can You Imagine What Your Life Would Be Like Without Reading?"

"I wouldn't be where I am."

"Without reading life would be impossible."

"If I had not had books to fall back on in the last year, I don't know what I would have done."

"No, life would have been a blank."

"No, my life would have been very narrow."

"No, if I run out of books, I get edgy."

"I would not have much to look forward to except my own narrow world."

"No, reading has been such an important part of my life."

"No, my life would be empty."

"I couldn't bear life."

"I would never have been a teacher."

"My life would not have been as full."

"No, reading sustained me in school when I was shy."

"If I had not read or had books available to me, I am sure I would have been a dullard feeling frustrated and heading down a dead end road. I feel so sorry for young men and women who don't read. They are missing one of the great and glorious experiences a person can have reading something that they really enjoy."

"I cannot imagine this. No one would be informed."

"I think I would have missed a lot. I would not have the understanding or ability to interpret things."

"I can't imagine it!"

"I can't imagine not reading. It would be dreadful. Through reading you can learn a lot about the world and other cultures."

"I would feel robbed like a person who is blind because I live in them (books). I cannot imagine anyone not reading."

"I couldn't have made it through college."

"I can't imagine what I would do without reading. Life would be boring."

"No, my life would be empty and less fulfilled. I would not have the job I hold or the intellect I have attained. Look at the other kids in my neighborhood who didn't read. None of them have gone on. The library has created, sustained, and amplified the basic virtues I had originally."

"I would not have a background in English and English literature. I would have trouble with spelling and sentence structure, and my vocabulary would be deficient."

"No, for two years I lost my sight and couldn't communicate. Reading brought me back into contact."

"It is difficult for me to imagine. I would not have become a reader!"

"I would have missed so much."

"I can't imagine it, I've always read."

"I don't know what I would do without reading."

"Life would be very dull. When I come in contact with someone who doesn't read, I feel sorry for them because I feel they are missing so much."

"No, if I had read more, I could have done much better in school. I am grateful for the reading I've had available. A good reader is a good student. There is a dire need for better teaching of reading."

O. Quotations

This section is composed of direct quotations relating to the respondents' reading, and is included to give the readers of this study a sense of the willingness of the respondents to express in a very personal and intimate manner their feelings about their reading experiences.

"I have kept a file of reading since 1949. Books have been an important part of my life."

"Reading is really a wonderful thing. I don't see how people get along without it, although I have friends who say they've never read a book."

"I have always enjoyed non-fiction more than fiction. I did not complete a college education and feel that I should learn something from everything I read."

"The Bible is one of the greatest sources of comfort. If we are not educated in the Bible, we are not really knowledgeable at all."

"I read very fast, but not every word. I have a skimming style. Almost never finish a book. I formed this habit in college."

"I cannot sit and watch television without reading."

"I have not traveled a great deal; but I feel that I have intimately known lots of countries from the books I have read -

Hawaii, Pacific Islands, South America, Africa, the West. I have visited these places through books."

"It has always been a part of my way of living to have books."

"I fantasized as a kid; I pretended I was in the book. Later, when I got married, I read all the time. I got interested in child care, and read every book I could. I took a course in speed reading to increase comprehension."

"The reading of Da Vinci's biography was another big milestone. Leonardo had a great deal to do with determining the course of my life. The idea of the Universal Man appealed to me. I read a biography of Leonardo when I was sixteen. It had the best known drawings of Leonardo."

"It would be nice if we could go back and watch our country. We are tied up in the Bicentennial. If we could move back and pass over the 200 years. Our country might mean something to us - It might make us feel quite differently about things - if we could experience the feelings of the people who fought on the battlefield and in the legislatures and in the government."

"It surprised me to find people who do not read."

"I am in the stage of my life where I feel I must develop a philosophy of life. I am concerned about the future - that is one of

the attractions of books about people. I often feel confused, sometimes because of the people around me and sometimes about the things I read - that is why I want to read more."

"Shakespeare was a sea of knowledge whose waves had touched the shores of every human experience."

"I read anything and everything. I find current fiction is different but interesting - it does not always have a happy ending."

P. Expressions of Dislikes

Types of Materials

Art books	Little Colonel
Autobiography	Magazines - Short fiction
Books about civilization	Mysteries
Contemporary literature	Nancy Drew
Fiction	Poetry
Foreign history	Science fiction
Hemingway	Sensationalism
Historical novels	Shakespeare & other classics
History	Supernatural
Interpretation	Women's magazines
Juvenile books	

Quotations

"I dislike poetry that is too difficult to understand."

"I don't like some of the language in the bestsellers."

"Some books are not fit to read. I hope the trend changes."

"I dislike contemporary books such as *The Store*."

"Modern fiction has too much sex and violence."

"I don't like the endings of some modern novels."

"I dislike modern poetry because it is too difficult to understand and too offensive."

"I dislike modern books that give me a down feeling although I don't mind their realism."

"In the modern readers, they (the reading people) have sacrificed good literature for the 'How to Read Mechanism' which is unfortunate. Whitman, Lanier, Emerson, Hawthorne, and James Russell Lowell were those that I met in the readers. Their writing came from the heart. Much of today's writing has very little depth. It is written to sell."

"The things that disturb me are all of the pornographic books that we have out which lead to the Best Seller lists. It is frightening."

"The good books lately are few and far between."

"I dislike the standard stuff that English majors are required to read including poetry. I read none in high school and as little as possible in college because of this."

"I dislike Hemingway. I would rather read a book on sex than a novel about it."

"I rarely read fiction. I prefer magazines and histories."

"Contemporary novels don't interest me. They are too realistic."

"I dislike some new fiction books because they have shallow plots. Older books such as *Gone With the Wind* and those by Pearl Buck leave you with something to remember. In some of the more current books, nothing is lasting and you forget them almost as soon as you have finished reading them. There is no plot or memorable characters."

"I dislike realism in modern fiction. I have enough of it in my own life."

"I don't like modern literature with its slant toward sexual treatment of the subject."

"I dislike fiction with the exception of science fiction."

"As a child, I hated reading for book reports. I also dislike history if it is too chronological."

"I dislike modern novels because I like a happy ending."

"I don't like historical fiction or contemporary literature that is too disturbing. Sometimes though they are interesting and written so that one can't put the book down."

"I dislike anything that has too much obvious sexuality."

CHAPTER V

Interpretation of Data and Conclusions

From the beginning this field study was viewed as a pilot study. The idea was that this work with a limited range would provide the quality of data required by the objectives of the study, and that the experience obtained would make it possible to continue to improve the methodology and to replicate the study in other situations. There has been a deliberate effort to maintain objectivity in conducting the study and to look critically at each phase of the work as it progressed. The interpretation of data presented here continues this approach, recognizing limitations and avoiding any attempt to make generalizations beyond the scope of the present work.

The willingness of the participants to talk about their experiences with reading is significant. It was impossible to know just what the situation would be when we began the interviews, whether we would find that people were reluctant to share their experiences, whether the respondents would communicate freely and honestly, or whether we would sense that they were telling us what they thought we wanted to hear. We found that the participants were eager to talk, the interviews progressed naturally and with freedom. Without exception, the persons interviewed seemed to understand that we wanted to hear whatever they wanted to tell us. The absence of problems in communicating with participants was most impressive. The participants were aware of and had definite ideas about the reading process. Reading was not an accident, something that they did when there was nothing else to claim attention. They were able to describe the process and to enumerate the values that they derived from it.

Information received about initial reading experiences emphasized the importance of beginning early to develop the habit of reading. The childhood experiences provided the stimuli. The availability of materials to read, reading in the home, the influence of persons outside the home, and the

discovery by oneself of appealing authors, titles, or literary forms were recalled as important stimuli.

The great diversity in titles actually recalled from the initial reading experiences indicates that exposure to a wide range of materials is essential. There were no indications of restrictions related to content or to quality. It appears that beginning the process of voluntary reading was far more important than the particular type or quality of material.

We consider next the findings related to the reading experiences that followed the initial ones.

Because some persons did report thematic reading, an opportunity for conversations in order to identify themes is important for those who select materials and provide reading guidance. Conversation is a key element here.

The respondents expressed extensive interest in books dealing with History, Geography and Travel, and Biography. It should be pointed out that some of the respondents included subject-oriented fiction in this section dealing with subjects.

The need to provide a broad range in quality and subject matter in the materials collection was indicated by the findings on authors and titles that had resulted in significant impressions.

The respondents were very much aware of the values that they had derived from reading. Reading for these persons was very highly valued. For the majority, reading was purposeful and oriented toward the desire for more information. Expressions were made on a deeply personal level. They were expressions of what reading had done for *them* in particular and sometimes crucial circumstances. A need for emotional anchoring during a time of crisis, to overcome a deep-seated sense of isolation, coping with a physical disability, making a decision about a choice of vocation, preparing for the vocation, these were some of the circumstances mentioned. For some of the respondents the discovery of the joys of reading led them to discover and utilize their own potential. It resulted in an expansion of their total perception of the human condition.

The strong recognition of what reading had done for them was related to other findings. There were those who were aware

that reading experiences had caused them to change or modify their opinions and attitudes. There were those who were concerned that their own children and other persons with whom they came in contact have the opportunity to develop the habit of reading also, and they made efforts to influence them. They expressed concern and sympathy for persons who did not read. They stressed the value of reading history. Throughout the interviews the respondents' awareness of values derived from reading was evident.

This positive perception of reading was reflected in the expressions about libraries and library services. The respondents were aware of new resources and services available through libraries. Many of them were able to recall an earlier period in their lives when for various reasons access to materials through libraries was not so easily available. They were appreciative of the personal services offered by libraries.

Originally, there was no plan to ask questions about the dislikes of the respondents. The section on "Dislikes" was added at the end after the pre-test, when it was discovered that whether or not questions were asked about dislikes, the conversations were going to include them. Most of the dislikes are expressions about the content of current reading materials, and their presentation of the negative aspect of life. This might be related to the expectations on the part of some readers to gain inspiration from their reading materials.

Conclusions

The importance of the early period of an individual's life as the period when the reading habit will most often be established has long been recognized and is verified again in two sections in this study. The overwhelming majority of the individuals established the habit of reading in early and middle childhood. Moreover, of those individuals who could recall, the initial stimulus came through another *person*, and most often in the home. For the readers of this report who are connected with

institutions having direct responsibility in the area of reading, the implication is that not only should present efforts to provide positive initiatory experiences be continued, but also expanded. This expansion of effort should occur in the area of adopting new programs of services to parents and to other individuals in the community with direct connection with children. These new efforts would have as their aim the creation of more adults with positive reading experiences, so that they can become the links to the children.

A pervasive observation resulting from this study is the importance of the human element in all aspects of the process of voluntary reading. In discussing initial reading experiences, the single most important factor cited as a stimulus was people. One of the main themes mentioned by those who read in a thematic pattern was Life Concerns and Experiences of Individuals. In the report on subjects read, Biography was the largest single subject. There was a heavy emphasis on Characterization in the section that reported specific qualities of appeal in reading choices. Among the bases for choices in reading, those that involved people were predominant, for example, discussion with friends, book reviews, study groups, and lectures and seminars. The assortment of expressions that revealed attitudes toward libraries and library services included many references to the "librarian." It is hoped that this study will help to keep in the forefront the awareness of the importance of the individual reader and the human-oriented elements in the reading experience.

During the interviews we were often profoundly impressed with the eloquence of some of the statements as they were expressed spontaneously. We found not too much difference in content between these expressions and the records left by some of the great figures in American history. For example, consider the following quotations:

I always was a great reader. There was a little library in our town, with some three or four thousand volumes in it--encyclopedias and histories and novels like those of George Eliot and Sir Walter Scott. From

the time I was twelve I spent hours in the library and in reading the books I took out of the library including the encyclopedias--ain't that silly?¹

A capacity and taste for reading gives access to whatever has been discovered by others. It is the key, or one of the keys, to the already solved problems. And not only so, it gives a relish and facility for successfully pursuing the unsolved ones.²

We learn through history; if we don't study history we are doomed to make the same errors twice.

Books and reading are vital--they are the way our forebears pass on what they learned.

Of the four statements given above, the first was made by Harry S. Truman, the second by Abraham Lincoln. The last two expressions were made by respondents in his study.

¹ William Hillman. *Mr. President*. (New York: Farrar, Straus and Young, 1952). p. 204.

² *The Lincoln Encyclopedia: The Spoken and Written Words of Abraham Lincoln*. (New York: Macmillan Co., 1950). p. 266.

Appendix A
ILLINOIS LITERARY REFLECTIONS
OF THE BICENTENNIAL YEAR
WHAT READING DOES FOR PEOPLE

PARTICIPANT ENROLLMENT FORM

TO: Mrs. Beverly B. Miller and Dr. Frances M. Pollard

I am willing to participate in this research project and to permit the information that I give to be tabulated, analyzed, and reported in the final project report.

Signed _____

Note: NAMES OF INDIVIDUALS WILL NOT BE IDENTIFIED IN THE FINAL REPORT.

PERSONNEL FILE INFORMATION

Name _____

Address _____

Telephone Number _____

Occupation(s) _____

Age Range: (please check the appropriate range).

70-79 _____ 50-59 _____

60-69 _____ 40-49 _____

30-39 _____

Under 20 _____

20-29 _____

Highest Level of Formal Education: (Please check the appropriate level).

Elementary School _____

Junior High _____

Senior High _____

College:

2 years _____

4 years _____

Graduate School:

Master's Degree _____

Specialist's Degree _____

Other _____

(Please specify)

Appendix B

CODING CHARTS USED FOR THE ANALYSIS OF DATA

Occupations

- 01 Accountant (2)
- 02 Administrative Assistant (College) (1)
- 03 Anesthetist (1)
- 04 Artist (1)
- 05 Attorney (4)
- 06 Banker (2)
- 07 Beautician (1)
- 08 Chemist (1)
- 09 Clergyman (3)
- 10 Computer Operator (1)
- 11 Computer production controller (1)
- 12 Contractor (oil field) (1)
- 13 Engineer (1)
- 14 Engineer Technician (1)
- 15 Florist (1)
- 16 Foster Mother (1)
- 17 Grave digger (1)
- 18 Housewife (24)
- 19 Journalist (1)
- 20 Librarian (10)
- 21 Library/Teacher Aide (1)
- 22 Nurse (1)
- 23 Petro Technician (1)
- 24 Postal Clerk (1)
- 25 Postmaster (1)
- 26 Psychologist (Marriage Counselor) (1)
- 27 Newspaper Publisher (1)
- 28 Purchasing Agent (1)
- 29 Salesperson (2)
- 30 School Superintendent (2)
- 31 Store Owner (3)
- 32 Stock Broker (1)

- 33 Student (5)
- 34 Teacher (12)
- 35 Television Writer/Performer (1)
- 36 Trainmaster (10)
- 37 Unemployed (1)
- 38 Production Scheduler (1)
- 39 Factory Manager (1)
- 40 Real Estate Dealer (1)
- 41 Communications Supervisor (1)
- 42 Author (1)
- 43 Social Work/Farm Manager (1)
- 44 Farmer (1)
- 45 Interior Designer (1)

Total: 112

Highest Level of Formal Education

- 01 Elementary School
- 02 Junior High
- 03 Senior High
- 04 College - Two Years
- 05 College - Four Years
- 06 Master's Degree
- 07 Specialist Degree
- 08 Other
- 09 Ph. D.

CODING CHARTS USED FOR THE ANALYSIS OF DATA

<u>Age Ranges</u>	<u>Code</u>
70-79	70
60-69	60
50-59	50
40-49	40
30-39	30
20-29	20
Under 20	19

Names of Towns

- 01 Mount Carmel
- 02 St. Elmo
- 03 Casey
- 04 Effingham
- 05 Decatur
- 06 Olney
- 07 Springfield
- 08 Robinson
- 09 Sullivan
- 10 Charleston-Mattoon

Appendix C

ILLINOIS LITERARY REFLECTIONS
OF THE BICENTENNIAL YEAR

CONTENT ANALYSIS FORM

Identification Number _____

A. Initial Reading Experiences:

When (the point in the respondent's life) _____

How _____

(The source of the stimulus; motivation)

Actual Titles Recalled _____

B. Dominant Themes (For example, War.) _____

C. Subjects _____

D. Authors

E. Titles

F. Literary Types _____

G. Specific Qualities Relating to Reading Materials

<u>Characterization</u>	<u>Theme</u>	<u>Plot</u>	<u>Other</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

H. Changes in Reading Patterns

<u>Time of Change</u>	<u>Direction of Change:</u>	
	<u>From</u>	<u>To</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I. Bases for Choices in Reading (Excluding that reported in "A" above.)

J. Values Derived from Reading

Pleasure or Enjoyment		Recreation	
Information for Areas of Interest		Escape	
Information for Occupation		Antidote for: Loneliness: Isolation	
Learning in General		Satisfaction of Academic Requirements	
Emotional Anchoring			

J. Values Derived from Reading (Record here those that are not indicated above)

EXCERPTS FROM THE INTERVIEWS

K. Expressions that reveal attitudes toward libraries and library services:

L. Indications of the influence of the Respondent's Reading on others:

M. Response to: "Can you recall any particular thing that you have read that caused you to change your mind or attitude regarding something?"

N. Response to: "Can you imagine what your life would be like, if you had not been a reader?"

O. Quotations Selected for Possible Use in the Final Report:

P. Expressions of Dislikes in Reading and Library Services

Appendix D

Periodicals and Newspapers Mentioned by the Respondents

(Numbers in parentheses indicate the number of times
that the title was mentioned.)

American Heritage	(2)
Architectural Record	(1)
Better Homes and Gardens	(2)
Cars and Parts	(1)
Chicago Daily News	(1)
Current Events	(1)
Decatur Herald	(1)
Farm Bureau News	(1)
Farm Journal	(1)
Field and Stream	(1)
Galaxy Magazine	(1)
Good Housekeeping	(3)
Guideposts	(1)
Harpers	(1)
Ideals	(1)
Industrial Design	(1)
Kiplinger Newsletter	(1)
Ladies Home Journal	(1)
Learning	(1)
Life	(1)
Mechanix Illustrated	(1)
Motor Trend	(1)
National Enquirer	(1)
National Geographic	(7)
National Geographic World	(2)
National Observer	(1)
Natural History Magazine	(1)
New York Daily News	(1)
New York Times	(1)

New York Tribune	(1)
Newsweek	(5)
Penthouse	(1)
People	(1)
Playboy	(2)
Psychology Today	(2)
Reader's Digest	(8)
Redbook	(1)
St. Louis Post Dispatch	(2)
Scholastic World	(1)
Smithsonian	(1)
Success Unlimited	(1)
Times	(3)
U. S. News and World Report	(1)
Wall Street Journal	(3)